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# HONDURAS

## ***MIDEH PROJECT 2011-2016***

QUARTERLY REPORT  
FOR JULY THROUGH SEPTEMBER 2012

*Submitted by:*  
American Institutes for Research

U.S. Agency for International Development  
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## Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CETT	Centers for Excellence in Teacher Training
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDP	American Institutes for Research's International Development Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
MOE	Ministry of Education
NGO	Non-Governmental Organization
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TCP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development

## **I. Project Summary Update**

The Honduras Improving Student Performance Project (MIDEH Project) made notable progress in all three Program Results during the period July through September 2012.

The major accomplishments of MIDEH Project this quarter were:

- Maintained a rapid pace of training for volunteer municipal training coordinators and in-service and pre-service teachers in the use of the DCNB school package and education evaluation results;
- Completed development of end-of-grade tests to be applied on census basis in 2012 under SE/DIGECE leadership, and completed the design for the application of a secure representative national sample to be overseen by MIDEH Project for reliable reporting on EFA goals;
- Socialized end-of-grade tests with municipalities in five departments to prepare the ground for census test application to be funded by the SE and the international donor Common Fund;
- Organized a Psychometrics and Education Evaluation graduate certificate program with the UNAH as a cost-effective means to help build a cadre of Honduran professionals with core competencies in these areas;
- Approved two sub-grants applications, which are now in the process of final negotiation and pre-award survey; and
- Recorded cumulative accrued expenses through September 30, 2012 estimated at \$1,691,912.

## **II. Education Sector Context**

Politics at the Forefront. As Honduras moves towards the November national primaries, politics remained at the forefront of national concerns. The primaries generate campaigns nearly as large as the general elections and key actors bend towards special interests which include teachers and teacher unions. The full implementation of education sector reform legislation has been delayed and several laws have been challenged in the Supreme Court as teacher unions attempt to leverage their electoral clout. Students continued to lose school days as teachers took to the streets rather than resolve differences at the table. Current legislators and government officials are looking to preserve their positions.

Implementation Regulations for the Fundamental Law for Education. National media and the general public widely hold that the Minister of Education does not support the new Fundamental Law for Education and is responsible for delays in the establishing the implementing regulations for the law which was passed in January this year (Implementing regulations should have been ready 90 days after passage). The Minister asserts that an ad hoc commission comprising representatives of the National Congress, the President of the Republic, and the Ministry of Education is legally responsible for developing the operating regulations. The commission was only named in June and as of the end of this quarter, no regulations had been published, though there are reports that various SE offices are working on them. Compliance with Articles 64 and 65 of the Fundamental Law, which mandate supporting legislation to establish a national education evaluation system led by an independent evaluation and accreditation institute, is a key element for MIDEH project goals.

Combating Corruption. As reported in the last quarter, local watchdog groups and teacher victims of corrupt practices continue to denounce incidents of trafficking in positions. In mid-July the Minister of Education announced that the administration would work towards eliminating the departmental Teacher Selection Boards, which have been involved in some of the most notorious cases of corruption. Reforms to the system of teacher assignments will require actions both by the legislature and the executive branch which appear reluctant to give up this lucrative business. Since the beginning of his tenure, the Minister has publically denounced cases of trafficking and sale of teaching jobs linked to the departmental Teacher Selection Boards, but the corrupt practices are strongly rooted in the network of unions, politicians and SE officials which has operated for decades with impunity. The Minister's plan to reform the teacher selection process will take effect in 2013 if he is successful in breaking the traditions of job trafficking.

Progress in Decentralization. Implementation of the "Law to Strengthen Public Education and Community Participation in Honduras" passed by Congress in 2011 continues to be slow. The central figures in the application of the law, COMDEs, still are not operational in many cases. The COMDEs need assistance in strategic planning and monitoring of education outcomes. With the funding secured by the SE in September 2012 to implement census and sample end-of-grade tests, COMDEs and local governments will have educational assessment data for decision-making as well as a more solid base from which to advocate for education quality improvements.

200 days of Class: In more advanced education systems, student academic achievement measurement supplants the simple count of the class days. Honduras, however, still struggles to obtain 200 days of class. The Minister issued a decree extending the school year until December 21, 2012 in order to make up lost class days, but there has been open opposition to the extended school year from teacher unions. In mid-September, Transformemos Honduras signed an agreement to cooperate with the SE in the monitoring of the number of days that teachers are in the classroom and teaching, with the definition of a class day set at 5 hours of instruction. The MIDEH Project will support this social auditing activity of Transformemos Honduras through a sub-grant.

### **III. Major Activities Implemented and Progress towards Results**

MIDEH Project implementation maintained a brisk pace from July through the end of September and achieved steady progress in all three Program Results. Activities are reported here in line with the approved Annual Work Plan for 2012.

#### **Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened**

*Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests; and  
Activity 1.2 System-Wide External Summative Tests*

The focal points for the quarter have been the promotion of the use of education materials aligned to the National Basic Curriculum that were produced under EQUIP1-MIDEH/AIR, and preparation for school administered census tests and external sample based end-of-grade tests.

Training: MIDEH Project continued a full calendar of training for volunteer municipal coordinators and in-service and pre-service teachers in the use of the DCNB school package and education evaluation results. During the quarter 585 educators received two days of training in curriculum support materials and in end-of-grade test use, application and analysis. Ultimately the teacher training in use of the DCNB materials is expected to improve teacher instruction and student learning outcomes which can be measured by formative and summative tests. With the cumulative figure of educators trained at least two days reaching 1,753, the Project will exceed all three performance indicator targets for pre-service teachers, in-service teachers and administrators trained in 2012 (only training of a minimum of two days is counted in the “F” standard indicator). In addition to educators who were trained for two days, the MIDEH Project municipal training teams replicated one day of training on evaluation and use of formative and summative tests with 3,127 individuals in seven different departments. Performance Management Plan (PMP) indicators for persons trained and a list of training events are found in Appendices 1 and 2 of this report. Submission of this quarter’s data to TraiNet will be done before the end of November.

During socialization and training events as well as site visits to schools, teachers frequently ask MIDEH Project team members for formative tests and pacing guides since the SE did not print and distribute these materials for the last two years. Teacher demand proves that the DCNB support materials are well established as essential tools for improving the quality of classroom instruction. For a rigorous measure of effective teacher use of curriculum support materials in the classroom, the MIDEH Project began its first monitoring of teacher use of materials through the implementation of a survey instrument as approved in the MIDEH Project PMP. The survey of a representative sample of schools nationally will be completed in the next quarter and the results will define the baseline for the indicator.

During the training of school directors and teachers who form municipal training teams, the school directors also receive guidance on how to develop plans to improve education quality in their schools. MIDEH Project continued to implement its strategy to train all school directors in the 150 municipalities which display critical levels in education, human development, and security indicators. To date, the Project has reached educators from 55 municipalities.

In the early part of this quarter, the Project carried out training sessions for 131 Normal School faculty members in El Paraíso, Olancho, Choluteca, Comayagua and Lempira. Faculty from the normal schools in El Paraíso and Comayagua in turn successfully delivered training to a total of 384 students in the second year of studies in teacher formation. A Project contractor trained an additional 194 normal school students in the department of La Paz. The topics included in the pre-service teacher training are the use of DCNB materials, use and analysis of monthly formative tests, and the interpretation of education indicators.

Test Preparations. The MIDEH Project continued this quarter to help the SE prepare to administer summative tests with two options: application of end-of-grade tests to a national sample to be applied externally for high security and reliable reporting on EFA goals; and census-based tests which provide the performance data and information needed by school directors, teachers, COMDEs and local groups to design strategies to increase the overall quality of education services and to monitor education transparency and efficiency. Census tests have never before been administered in the Honduran public education system. Drawing on previous experiences in sample-based 2007, 2008, and 2010 evaluations, and a pilot for census testing executed by MIDEH Project in 2011, the Project provided extensive technical support to the SE to continuously adjust the planning for both technical and administrative tasks

needed to ensure the application of census tests this year. This work provided essential support for the negotiations of the SE with the Common Fund donors to obtain financing.

Although funding for 2012 tests was not yet fully secured at the beginning of the reporting period, MIDEH Project staff continued the work of test development as well as design of administrator and school director handbooks which incorporate best practices to improve the security of school-administered tests. Specifically, the MIDEH Project technical experts developed 35 high quality test formats for end of grade assessments in mathematics and Spanish for grades 1-9. The printer-ready tests formats were delivered to the Minister of Education's chief advisor on October 2. The results of the 2012 tests will be comparable to the MIDEH-designed end of grade test administered to a national sample in 2010. Ministry of Education evaluation staff accompanied MIDEH Project professionals in the process of item selection and test construction, and so gained hands-on experience to be used in future test development led by the SE.

The MIDEH Project continued to support the SE in working out the detailed operational aspects of the end of grade census tests. The calendar is incredibly tight for implementing end-of-grade tests, but the Minister of Education has committed SE resources for both the census and sample based tests this year. The MIDEH Project has developed a special relationship with the SE Administrator and chief advisor to the Minister of Education who has the lead on the 2012 evaluation, thus strengthening the project's opportunities to advocate for a change in attitudes and SE practices that will contribute to building sustainability for a national system of education evaluation.

## **Program Result 2: Institutionalizing Educational Quality Inputs**

### *Activity 2.1 Transferring Technical Capacity to National Institutions*

Little progress was evident this reporting period in drafting implementing regulations and complementary legislation to establish a national education evaluation system with an independent institute as mandated by Articles 64 and 65 of the Fundamental Law for Education. However, shortly after the end of the quarter, in a surprise move, the Vice President of the National Congress introduced to the Congressional docket a draft of the Institute law developed under the previous MIDEH Project and which had been discussed with the congressional technical team for education in the first quarter of 2012. Timing for review and approval of the institute law is uncertain, thus the MIDEH Project will continue to work closely with SE/DIGECE and other SE offices to strengthen the Ministry's capacity until the Institute is a reality. The MIDEH Project will also continue its strategy to form a cadre of Honduran professionals in the area of education assessment and measurement who will serve the country's need regardless of their institutional affiliation.

During the quarter, the MIDEH Project advised the SE at all stages of the planning for the end-of-grade testing. By working side by side with the Administrative Manager of the SE, the head of the EFA office, and the DIGECE director, MIDEH shared its in-depth experience in order to strengthen the SE leadership and build the commitment of the SE to evaluation and assessments.

Though MIDEH Project technicians led the test design in 2012, for the first time DIGECE technical staff participated in the development of test blueprints, piloting of test items, planning for the census tests logistics and for the socialization of end-of-grade tests with SE employees

from the central level through the departmental and district levels. It is expected that the SE will take full charge of the census test application in the next quarter.

A visit of AIR's senior psychometrician and statistician in early September opened the way to new collaboration with the SE "info-technology" unit. There is good potential for this unit of the SE to collect and analyze the end-of-grade test results and to produce the preliminary reports for school use.

In other capacity-building activities, the MIDEH Project staff trained 56 UPN faculty members in the use of formative tests, and led half-day sessions on DCNB materials and assessment tools for pre- and in-service teachers during the annual congresses for Spanish and Mathematics teachers sponsored by the UPN.

### *Activity 2.2 Financial and Technical Sustainability*

This quarter there was clear evidence that the leadership of the Ministry of Education and various elements of civil society are taking seriously the importance of standardized tests as the only reliable tool for measuring student academic achievement, and the need for performance data and evaluation information to better define policies and strategies to improve the quality of education. As the commitment to evaluation and measurement increases, MIDEH Project assistance is more likely to achieve an impact on financial and technical sustainability of standards-based reforms in Honduras.

A landmark in securing the financing for the 2012 end-of-grade testing came on September 27, when the Common Fund donors approved HNL 13,437,580 for the census tests and HNL 4,293,000 for sample-based tests. The GOH committed to share in the costs of end-of-grade testing by covering the HNL 6,750,000 costs to distribute the tests to schools. The MIDEH Project staff worked intensely with the Vice Minister and DIGECE director to analyze the cost of various options for end-of-grade testing. This analysis and cost justification formed the core of the successful proposal made to the Common Fund donors by the SE.

Another indication of Honduran commitment to evaluation came shortly after the end of the quarter when the Council of Ministers approved an emergency decree which allowed the negotiation of agreements to expedite the printing of test booklets when regular contracting processes threatened to cut off all possibilities of an evaluation in 2012. The Minister of Education declared 2012 census testing to be an imperative for rescuing public education and improving quality.

An important element to ensuring sustainability of standards based reforms is to use technology to full advantage in order to reduce costs and to increase access. The MIDEH Project continued to apply advanced technology solutions to achieve results. This quarter, MIDEH staff created a low-cost program in MS Excel which will permit the digitization of the test responses from students in the end of grade tests which will then be uploaded to a website where reports for each class section and school will be generated. The program and the web-based platform were developed with the Info-Technology unit of the SE. This year the test answers will be digitized at the district level to eliminate the expense of packing and transporting the test booklets to Tegucigalpa for processing. In future census tests, the goal will be to digitize the students' responses at the maximum number of schools possible. MIDEH Project staff also improved the management of the electronic item bank which eventually will pass to the national evaluation institute.



Continuing efforts to build a corps of professionals capable of sustaining the standards based reforms in education evaluation, the MIDEH Project and the UNAH inaugurated a graduate certificate program in education evaluation and psychometrics in September. The Project brought an AIR expert who delivered the first of four weekend modules of the “Diplomado” course which runs from September through December 1<sup>st</sup>. The course was oversubscribed for the 30 places available and is likely to be repeated in 2013. In particular, the UNAH has shown the greatest interest among the Honduran universities to form professionals in the field of education evaluation. The university’s regular undergraduate curriculum for Pedagogy and Psychology includes 3-5 classes in evaluation and psychometrics. The MIDEH Project and the UNAH are looking to forge other linkages by initiating discussions to establish a collaborative effort in research activities in education topics. Academic linkages such as these with UNAH will contribute to building a culture of evaluation in Honduras and professional capacity to carry on the standards-based educational reforms.

### **Program Result 3: Strengthening Civil Society Participation in Supporting Education**

MIDEH Project strategy for engaging civil society in seeking quality improvements in education has met success in “socialization” events targeted at municipal level participation. Five departmental “socialization” work sessions held in August and September drew participation of 675 representatives of local government, MOE district supervisors, and members of COMDEs. The work sessions strengthened joint planning by community actors to support use of educational materials and use of academic assessment results to define where educational services need improvement. The Project shared the costs of AMHON’s consultant working with selected municipal governments in four departments of Western Honduras in preparing community education action plans.

MIDEH Project continued to support individual activities with civil society organizations. The Project cooperated with the final module of the Grupo de Society Civil’s “Escuela de Incidencia Política” with a focus on issues in the education sector. MIDEH staff is also active in the group led by FEREMA with a half dozen collaborators which is preparing a national communications campaign on “Educación es Primero”.

The sub-grant program of the Project moved ahead with the first two approvals for awards to Transformemos Honduras for social auditing of the number of class days in public schools and to the Riecken Foundation for early grade reading programs centered in community libraries. Final negotiations are underway with these two recipients for awards which will total about \$258,000. Three other sub-grant applications are pre-qualified and in process of review by the Technical Evaluation Committee.

## **IV. Opportunities, Constraints and Corrective Actions**

The forceful decisions of the Minister of Education to ensure the application of census end-of-grade tests came late in the year. As a result, the calendar for organizing and implementing the summative tests is very tight. Because the Common Fund donors did not authorize a direct transfer to the MIDEH Project to implement the sample-based testing, the Project depends on the agility of the SE to execute procurements and contracting actions. The lack of direct control over the funds provided for sample test administration which is the direct responsibility of the MIDEH Project is both a constraint and a risk. To mitigate the risks, the Project will contract a professional to coordinate preparations to ensure teacher and school director cooperation and

understanding of the sample-based test process, and hire a short-term logistics coordinator to oversee test packing, distribution and return, unpacking and processing of the test booklets for the sample. MIDEH staff members have been active in building relationships in target municipalities long before the decision was officially made to undertake testing in 2012. This will serve the Project well during the actual test application, when volunteers are needed to supervise test administration in order to increase the security of the testing.

The failure to establish the independent evaluation institute was cited in previous progress reports as a constraint to moving forward with Program Result 2. The MIDEH Project had adopted the strategy of training groups or individual professionals to eventually take the lead in the standards-based reforms, especially in the evaluation functions. With the revived prospect of legislation being enacted for the establishment of an institute, future activities may more efficiently be focused on one institution without abandoning the broader professional capacity-building.

In working with civil society to advocate for educational quality, the best opportunities lie with local partners who present a Honduran face to the citizenry rather than with a foreign identity. With the first two sub-grant applications approved at the end of the quarter, the MIDEH Project will extend its reach to the communities served by national networks of Transformemos Honduras and the Riecken Foundation. The latter is a Honduran NGO founded by an ex-Peace Corps Volunteer to Honduras. MIDEH Project collaboration with AMHON also offers an avenue for successful mobilization of local actors who respond readily to an entity with a national profile.

## **V. Coordination with Other Actors**

Coordination with other education stakeholders during the quarter is described throughout this report. Given the relationship and shared program objectives with EducAcción, MIDEH's most frequent coordination efforts are with AIR's companion project and with our main counterpart, the Ministry of Education. This quarter, the Minister of Education's chief advisor (the SE Administrative Manager), repeatedly sought out MIDEH's Deputy COP in order to dialogue on strategic issues related to education evaluation. This relationship of consultation and coordination had significant influence over the Minister's decision to undertake a census evaluation this year.

Project interaction with the Common Fund was frequent this quarter while developing the options and final proposal to the donors for funding of both the census and the sample-based 2012 summative tests. Since the MIDEH Project normally does not have a direct relationship with the larger MERECE donor group, we rely on information about other donor concerns and activities received from the USAID representative who attends the meetings. We would appreciate USAID to continue this channel of information.

Coordination with the national association of municipalities and individual municipalities is important to Project results. This quarter MIDEH staff worked closely with AMHON, the municipal association of Olancho (AMO), and three "mancomunidades" which cover the departments of Choluteca and Valle. Regular coordination with NGOs, universities, and other civil society organizations continued throughout the reporting period.

## **VI. Activities Planned for next Quarter**

A. End of Grade Testing: Activities for the next quarter will focus on support to the SE census tests and direct implementation of the sample-based end-of-grade tests by the MIDEH Project in

an estimated 750 schools nationwide. In addition, we will coordinate closely with our companion project EducAcción with testing in 1100 schools in 120 municipalities of high priority to the project. Some key activities related to the end of grade assessment include:

- Technical support to SE to socialize tests and train departmental directors (DDs), assistant DDs and UTPs in all departments;
- Direct MIDEH Project socialization and training for school directors for schools in the sample and training of supervisors of test administrators;
- Packing and distribution of tests for the sample administration;
- Test administration for sample;
- Completed test returns to Tegucigalpa and processing; and
- Production of reports and socialization of results

B. Capacity-building: Accompanying and supporting the SE in the census test process will constitute key capacity-building throughout the quarter, in particular strengthening the role of the Info-Technology Unit of the SE for lead responsibility in processing test results and producing reports for census tests.

Capacity-building in technical areas of psychometrics and evaluation will focus on delivery of the three remaining modules of the Diplomado program to be delivered by AIR experts on October 5-6, November 9-10 and November 30-December 1. Other technical sessions for UNAH faculty and the SE office which provides education statistics and information to the public will be conducted by the AIR experts while they are in Honduras.

C. Training: The push to train in-service and pre-service teachers will continue mainly in the month of October before the Project turns attention to end-of-grade testing. Teacher training is planned in the departments of Comayagua, La Paz, and Copan. Students in Normal Schools in Olancho, Lempira, and Choluteca will receive two days of training in use of DCNB materials and formative tests and guidance in use of educational indicators and statistics.

D. Civil Society: Engagement with civil society via additional socialization and technical support to priority municipalities and award of the first sub-grants will form the core activities for the coming quarter. In addition, local community participation in observing the end of grade test application will be encouraged through a joint effort with DIGECE and Transformemos Honduras to call on individuals to volunteer during the test administration.

At least three sub-grants are expected to be awarded and first disbursements made before the end of the quarter. The APS will be re-announced in local newspapers and on the Red Sostenible, reminding civil society that the period for application ends in June 2013. MIDEH Project staff will “market” the sub-grants program in all events with municipalities and during other Project activities.

E. Project management and expenditures: The MIDEH Project will develop its 2013 Annual Work Plan during October and early November and will include consultations with key actors in the sector and a review by the SE as part of the process. Discussions with SE regarding office space for the Project will continue after the end of grade test application. All staff positions are filled and no changes are anticipated. Projected expenditures for October through December are estimated at \$375,000 for activities, including extraordinary costs for test administration not covered by the SE/Common Fund financing, and \$50,000 for first disbursements for sub-grants.

## VII. Financial Summary

At the end of September 2012, the estimated project pipeline stood at \$308,088, sufficient to carry out regular activities forward for three months but not enough for expanded test administration costs and sub-grant disbursements. The MIDEH Project requested a \$2.8 million incremental funding from USAID on September 5, 2012, which was received on November 2, 2012. The incremental funding will cover the surge in expenditures expected for end-of-grade test administration from October through December.

In regular activities, the MIDEH Project has documented slightly over \$47,000 in cumulative cost share from partners including municipalities, NGOs, and the SE. The Common Fund and GOH financing of both census and sample-based tests will be counted as a cost share contribution anticipated to be approximately \$1.224 million. In addition, on October 2 the Government of Honduras posted a tender for the printing of formative tests and instructions for an estimated 380 schools serving 50,000 students. This acquisition is funded by the IDB funded Primary Education Integrated Technology project and thus constitutes another contribution which will be eligible to be counted as cost share.

### *Pipeline Summary*

*Quarter: July through September 2012*

Pipeline at the beginning of quarter	\$919,239
New funds Obligation	0
Estimated expenses during the reporting period	\$611,150
Pipeline at the end of the quarter	\$308,088
Estimated expense burn rate for next quarter	\$425,000
Estimated quarters of pipeline	less than 1.0

## Appendix A: Quarterly PMP Indicators

The MIDEH Project presents its third quarter and cumulative results for CY 2012 for three indicators on number of persons trained (minimum 2 days equivalent) which are measured quarterly. Data on other indicators will be collected and reported annually as of December 31.

### Indicator 9: Number of administrators and officials successfully trained with USG support (F Standard)

*CY 2012 Target*      275

Previous CY Total	293	3Q Total	0	Cum. Total	293
Female	148	3Q Female	0	Female	148
Male	145	3Q Male	0	Male	145

### Indicator 10: Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard)

*CY 2012 Target*      650

Previous CY Total	194	3Q Total	824	Cum Total	1018
Female	105	3Q Female	539	Female	644
Male	89	3Q Male	285	Male	374

### Indicator 11: Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard)

*CY 2012 Target*      400

Previous CY Total	0	3Q Total	442	Cum Total	442
1Q Female	0	3Q Female	370	Female	370
1Q Male	0	3Q Male	72	Male	72

It should be noted that teacher training is conducted only on weekends and thus is usually divided into two 8 hour sessions. The number of persons trained is only reported under the F Standard Indicators when the 16 hour minimum is reached. The MIDEH Project expects to meet the target for all three indicators in CY 2012.

## **Appendix B: In-Country Training Conducted during the Quarter**

A separate electronic file is attached. The Cooperative Agreement requires that a list of all in-country training be included in the quarterly report including dates, topics covered, and number of participants. This is separate from the TraiNet reporting which includes cost estimates.